

**COMPARATIVE ERROR ANALYSIS IN ENGLISH WRITING
BY FIRST, SECOND, AND THIRD YEAR STUDENTS OF
ENGLISH DEPARTMENT OF FACULTY OF EDUCATION AT
CHAMPASACK UNIVERSITY**

THESIS

**Submitted to
Postgraduate Program of Language study
of Muhammadiyah University of Surakarta
as a Partial Fulfillment of the Requirements for
Getting Master Degree of Language Study of English**



**By
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APPROVAL OF THESIS FOR SUBMISSION
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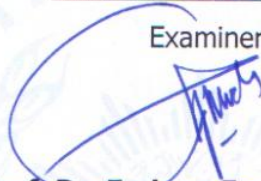
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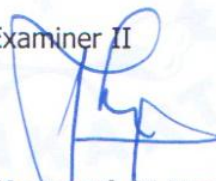
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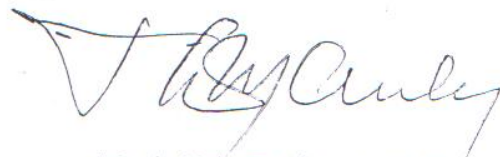
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This is to certify that I myself write this thesis and it is not plagiarism or made by other. Anything related to other's work are written in quotation, the sources of which are listed on the bibliography.

If this pronouncement proves wrong, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, January 2016



Nok

Nokthavivanh Sychandone

MOTTO

Nothing is impossible to a willing heart!

Keep Going. Each step may get harder, but don't stop. The view at the top is beautiful!

Life is your choice!

Stop saying "I wish" Start saying "I will".

Do everything by common sense and heart then get success!

Every day may not be good, but there is something good in every day!

The beautiful thing about learning, is that no one can take it away from you!

Everything through our lives is not chance, but there are problems that human must pass. Some people die because miss common sense. Thinking before doing and saying everything.

DEDICATION

This thesis paper is proudly and wholeheartedly dedicated to:

My respectful Ancestors and the real life.

My beloved Father and Mother

My beloved family

My kindly four brothers

All my relatives, friends, teachers and lovely students.

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This research is not successful without the supporters; so that they are the battery to the researcher to get success on time. This thesis title is “Comparative Error Analysis in English Writing by First, Second and Third Year Students in English Department at Champasack University”. This research is useful for improving language acquisition especially English writing and workplace because she will use result of this research to improve her teaching strategy. The researcher will use all experience on workplace at Champasack University.

The researcher is grateful for all people who gave the good occasion to the researcher to learn the wider world than she had. The researcher does not have any words to describe about feeling, so she wrote the thankful letter to all.

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all teachers and students of English Department co-operated in data collection and it made the researcher get success in Master Degree.

The researcher realized that this research paper has some mistakes and still has a lot of weakness. Therefore, the researcher would like to thank to all readers, if they can give suggestion and criticism to make the thesis better.

Surakarta, January 2016

A handwritten signature in dark ink, appearing to read 'NOK' followed by a stylized flourish and a small star-like mark.

NOKTHAVIVANH SYCHADONE

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ABSTRACT

Nokthavivanh Sychandone. 2016. Comparative Error analysis in English writing by First, Second and Third year students of English Department at Champasack University.

The study is focused on errors in students' writing and to identify namely: (1) the types of errors are made by students in 1st, 2nd, and 3rd year of English department in their writing, (2) the frequencies of each types of error are made by students in year 1st, 2nd, 3rd of English department will make on their writing, (3) the differences and similarities of type of errors of learner on writing in first, second and third years, and (4) the sources of error on students' writing in year 1st, 2nd, 3rd. There are 54 students with 54 written task, they studied in different level (the first, second and third year). The quality is used this research to conduct the data. Thus total of error includes 571 erroneous sentences made by three levels.

They are two types of errors, namely lexical errors (131 error sentences or 22, 94%) and syntactical error (440 error sentences or 77, 05%), they have eight categories such as : (1) wrong word spelling , (2) wrong selection words, (3) false friend, (4) verb to be, (5) verb tenses, (6) preposition, (7) conjunction, and (8) sentences construction. There are twenty-three error cases. The researcher found the second year learners made more errors than first and third year, there are 263 errors sentences or 46, 05% whereas first year has 229 erroneous sentences or 40, 10% and third year has 79 erroneous sentences or 13, 81%. The similarities of errors categories have five verb tenses, preposition, sentence construction, wrong word spelling and wrong selection word. The difference of error categories have three, false friend words, verb "to be" and conjunction. The interlanguage influences to learners' error especially cognitive process then Selinker's theory is used to find error sources, thus it found that overgeneralization (265 errors or 46, 40%) is the main factor to make learners produce errors because learners have not understood tenses usage. Language transfer (199 errors or 34, 85%) is one factor that effect to learners' error, first language structure (Lao) influence in target language because

learners forget the English language structure. The last factor affects to error, simplification (107 errors or 18, 73%) is omission some unnecessary words in sentences and incorrect form.

The teachers should have more activities about writing practice in the classroom before beginning the lesson or the end of the class (on the paper) and have time limitation. After that, teachers must check the correct and feedback to learners in the next time or teachers find other activities which are stimulated them. Moreover, teachers should focus on the grammatical structure and vocabulary then they explain the different Lao grammatical rule and English grammatical rule.

Keyword: comparative, error analysis, interlanguage, grammar, writing.

ABSTRAK

Nokthavivanh Sychandone. 2016. Kesalahan analisis Perbandingan secara tertulis bahasa Inggris oleh Pertama, Kedua dan mahasiswa tahun ketiga dari Jurusan Bahasa Inggris di Champasak University.

Penelitian ini difokuskan pada kesalahan dalam menulis siswa dan identitas yaitu: (1) jenis kesalahan yang dibuat oleh siswa di tahun 1, 2, dan 3 dari Inggris departemen dalam tulisan mereka, (2) frekuensi dari masing-masing jenis kesalahan yang dibuat oleh siswa di tahun 1, 2, 3 departemen bahasa Inggris akan membuat pada tulisan mereka, (3) perbedaan dan persamaan dari jenis kesalahan pelajar menulis di pertama, kedua dan ketiga tahun, dan (4) sumber dari kesalahan pada penulisan siswa dalam tahun 1, 2, 3. Ada 54 siswa dengan 54 tugas tertulis, mereka belajar di tingkat yang berbeda (pertama, kedua dan ketiga tahun). Kualitas yang digunakan penelitian ini untuk melakukan data. Dengan demikian total kesalahan termasuk 571 kalimat yang salah yang dibuat oleh tiga tingkatan.

Mereka adalah dua jenis kesalahan, kesalahan yaitu leksikal (131 kalimat kesalahan atau 22, 94%) dan kesalahan sintaksis (440 kalimat error atau 77, 05%), mereka memiliki delapan kategori seperti: (1) ejaan kata yang salah, (2) kata-kata pilihan yang salah, (3) teman palsu, (4) verba menjadi, (5) kata kerja, (6) preposisi, (7) bersama, dan (8) kalimat konstruksi. Ada dua puluh tiga kasus kesalahan. Peneliti menemukan peserta didik tahun kedua membuat lebih banyak kesalahan dari tahun pertama dan ketiga, ada 263 kesalahan kalimat atau 46, 05% sedangkan tahun pertama memiliki 229 kalimat yang salah atau 40, 10%, dan tahun ketiga memiliki 79 kalimat yang salah atau 13, 81% . Kesamaan kategori kesalahan memiliki lima kata kerja, kata depan, konstruksi kalimat, salah kata ejaan dan kata pilihan yang salah. Perbedaan kategori kesalahan memiliki tiga, kata teman palsu, kata kerja "menjadi" dan hubungannya. The antarbahasa pengaruh kesalahan terutama proses kognitif peserta didik maka teori Selinker digunakan untuk menemukan sumber kesalahan, sehingga menemukan bahwa

generalisasi yang berlebihan (265 kesalahan atau 46, 40%) adalah faktor utama untuk membuat peserta didik menghasilkan kesalahan karena peserta didik belum mengerti penggunaan bentuk kata . Bahasa transfer (199 kesalahan atau 34, 85%) adalah salah satu faktor yang berpengaruh terhadap kesalahan peserta didik, struktur bahasa pertama (Lao) pengaruh dalam bahasa Inggris karena peserta didik lupa struktur bahasa Inggris. Faktor terakhir mempengaruhi kesalahan, penyederhanaan (107 kesalahan atau 18, 73%) adalah kelalaian beberapa kata yang tidak perlu dalam kalimat dan bentuk yang salah.

Para guru harus memiliki lebih banyak kegiatan tentang menulis praktek di dalam kelas sebelum memulai pelajaran atau akhir kelas (di atas kertas) dan memiliki keterbatasan waktu. Setelah itu, guru harus memeriksa yang benar dan umpan balik untuk peserta didik di waktu berikutnya atau guru menemukan kegiatan lain yang dirangsang mereka. Selain itu, guru harus fokus pada struktur gramatikal dan kosa kata kemudian mereka menjelaskan aturan tata bahasa Lao berbeda dan aturan tata bahasa Inggris.

Kata kunci: perbandingan, analisis kesalahan, antarbahasa, tata bahasa, menulis.